

Colney Heath JMI Pupil Premium Strategy Statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Colney Heath JMI
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Pete Rose Headteacher
Pupil premium lead	Cathy Otway
Governor / Trustee lead	Corinne Doust

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,737
Recovery premium funding allocation this academic year	£8,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,607

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is twofold.

- Firstly we have high expectations for our children and believe that all learners should be able to reach their full potential. We believe that they can develop the necessary skills to succeed, not just at Colney Heath, but when they continue with their school life beyond us.
- Our pupils in receipt of Pupil premium face specific barriers to learning and we wish to address these through targeted and specific support. This includes quality first teaching and well planned interventions, where appropriate. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. An approach such as this:

'benefits all pupils but has a particularly positive effect on children eligible for Pupil Premium funding' (excerpt from EEF guide to PP).

- The second key target is the nurture and emotional support our staff offer our children. Developing and maintaining great relationships with our children has numerous positive and, in many cases, profound outcomes which we believe genuinely change lives. Covid 19 has affected many families and children. We can't easily measure this kind of impact but we see it in our children in and around school, in how they engage with school life and their academic work.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To improve speech and language skills through Wellcomm intervention in Nursery and Reception to enable children to meet the Communication and Language expectations by the end of Reception

2	To ensure high quality wave 1 teaching for PP children in daily practice and use of targeted interventions through the use of diagnostic tests and continuous assessment especially in Maths.
3	Children are supported with their wellbeing, through the use of a parent support worker, toybox therapy and class mind up sessions. Other agencies are also used to support children individually.
4	Narrow the attendance gap between advantaged and disadvantaged children through instant response by office staff-call/text. Use of parent support worker and individual support.
5	Ensure disadvantaged children have the widest experiences and opportunities possible. The cost of trips will not limit any child's engagement in the trip.
6	To encourage parental engagement.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> To improve speech and language skills through Well-Comm intervention in Nursery and Reception to enable children to meet the Communication and Language expectations by the end of Reception. Children will be able to use and explain subject specific vocabulary from knowledge organisers. Whole school focus on the use of vocabulary in all subjects as identified in the school development plan. Whole class guided reading focuses on new vocabulary which will feed into written work.
High quality teaching building on previous knowledge through the use of knowledge organisers.	<ul style="list-style-type: none"> To ensure high quality wave 1 teaching for PP children in daily practice identified through observations, pupil book studies and pupil voice. Training for support staff evident in observations
To close the gap in attainment in Reading, Writing and Maths between our PPG children and all children nationally by the end of Key Stage 1 and 2	<ul style="list-style-type: none"> Phonics test shows an increasing % of PPG children passing (2020 Disadvantaged children 86% passed Non disadvantaged 91%) Assessments or diagnostic tests show gaps closing and children making good progress in all areas, with eligible pupils, who do not have a significant learning

	<p>difficulty, attaining at least an age-appropriate standard in reading, writing and maths.</p> <ul style="list-style-type: none"> • Use of targeted interventions through the use of diagnostic tests in Maths and continuous assessment will address gaps in learning.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • Children will be able to self regulate and manage their emotions. • Weekly PSHE lesson through the Jigsaw programme • Children are supported with their well being, through the use of a parent support worker, toybox therapy and class mind up sessions. • Other agencies are also used to support children individually. Termly conferencing by PP lead will help children to know they are valued and supported.
To achieve and sustain improved attendance for all pupils.	<ul style="list-style-type: none"> • Narrow the attendance gap between advantaged and disadvantaged children through instant response by office staff-call/text. • Use of parent support worker and individual support. • The offer of breakfast club may be used to assist with persistent lateness, lack of attendance or anxiety issues with coming to school.
To encourage parental engagement	<ul style="list-style-type: none"> • Building blocks in Reception • Workshops • Parent consultations • Use of books given out

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Back on Track Maths curriculum, consultant advice and use of diagnostic assessments.	Diagnostic maths tests provide key information regarding gaps and strengths of pupils. This is used to target support through teacher and teaching assistant interventions.	2

Online/face to face training provided to staff following delivery of tests.	educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (EEF toolkit impact score +4 months)	
WellComm language programme used to assess children's use of vocabulary and address gaps. Staff CPD to address use of vocabulary in classes	There is a strong evidence base that suggests oral language interventions promote language skills as well as adult interactions. Teaching assistant in Reception is trained to deliver this programme and feedback to class teacher. (EEF toolkit impact score +6 months) Closing the Vocabulary Gap-Alex Quigley <i>'Many children make good progress by the age of 5 but from then on disadvantaged children can struggle to read more challenging texts.'</i>	1
Training for all staff to ensure a consistent approach to the teaching of phonics including phonic terminology.	educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics (EEF toolkit impact score +5 months)	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme for highlighted individuals following data analysis.	Small group work and 1 to 1 tutoring is effective provided it is targeted at pupils' specific needs. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (EEF toolkit impact score +4 months)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more	2

will be delivered outside the usual daily phonic sessions. Parent workshop delivered and support packs provided for parents.	effective when delivered as regular sessions educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics (EEF toolkit impact score +5 months)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Narrow Attendance gap between disadvantaged and non disadvantaged Head to ensure parents are made aware of expected attendance levels when they fall below 90%		5
Support children that need emotional support so they are ready to learn. Parent support worker, Counsellor, Toybox therapy trained teaching assistants Weekly music session available Weekly art therapy by TA	educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (EEF toolkit impact score +4) Mindup (Goldie Hawn Foundation) The Happy Brain	4
Encourage parental engagement through Building blocks in Reception Workshops Parent consultations Reading books given out	/educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- Due to lockdown, phonic screening was administered in December 2020 in year 2. Disadvantaged children 86% passed non disadvantaged 91%
- COVID-19 has had big impact on all children but especially our disadvantaged children. However we provided laptops, pupil packs, food packs and books to mitigate the impact. Some pupils were able to come into school to continue their learning face to face. Regular weekly phonecalls were made to all families to keep in touch and give support where needed.
- Wellbeing and mental health has become a key focus for the school and where disadvantaged children need extra support they are referred to one of the support teams outlined in this plan.
- The gap between disadvantaged and non disadvantaged children in maths has increased. (based on 2019) Returning from lockdown in March saw the use of diagnostic tests used to assess gaps in learning.
- Wellcomm is particularly good for enhancing prepositional language. Feedback from the staff member delivering Wellcomm is used to focus questioning on specific disadvantaged children, where needed, either on a 1:1 basis or in whole class teaching. Both Nursery and Reception staff report that the key to raising standards in speech and language is by adult interaction.
- Many approaches have been used to combat attendance issues as outlined above eg instant response by office staff by phoning on first day of absence and until child returns. The use of offering breakfast club has helped two families to attend school and be on time.

